

**ORIGINAL**

This form is a required element and must be submitted as part of the grant application  
**APPLICATION COVER SHEET**

DUE: May 21, 2010 by 4:30 pm

## Application for School Improvement Grant

**NOTE:** A separate application must be submitted for each school in your district for which you are requesting funding

Applying LEA East Greene CSD

### Contact person

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Title Superintendent

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School building name for this application Grand Junction, 6-12

Designation for this building: Tier I      Tier II X Tier III     

### Statement of Assurances

Should a **School Improvement Grant** Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.
3. If the district would receive a School Improvement Grant it would comply with all Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age.

### Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

G. Mike Harter  
Typed or Printed Name of Authorized Official

Superintendent

Title

G. Mike Harter  
Signature of Authorized Official

May 19, 2010

Date

Please submit to Paul Cahill, Iowa Department of Education, Grimes State Office Building,  
400 E 14<sup>th</sup> Street, Des Moines, IA 50319-0146 by May 21, 2010, 4:30 p.m.

**Abstract**  
**Federal School Improvement**  
**Grand Junction Middle School/High School**

In January 2010, the Grand Junction Middle School/High School was notified that they are a Tier II school, the only one in AEA 8. Administrators immediately called for a brainstorming session with all their staff to come up with ways to improve student learning. After a needs assessment based on ITED, ITBS, and MAPS data, it was determined that the biggest need in the district was to improve proficiency levels in reading. Although math scores needed improvement as well, item analysis of the Iowa Tests indicated that many of the low math scores were due to poor reading skills. Therefore, transformation of the school is based mainly on improving reading skills.

East Greene Middle School/High School (MS/HS) is located in Grand Junction, Iowa. East Greene is located in central Iowa 45 miles northwest of Des Moines, Iowa and along Highway 30 and the scenic Lincoln Highway. The East Greene Community School District is made up of 3 small rural communities: Dana, Grand Junction, and Rippey. There are a total of approximately 320 students in K-12. There are 17 teachers in the MS/HS plus a guidance counselor, principal, Director of School Improvement and a superintendent.

The Transformation Model was chosen by the School Improvement Advisory Committee (SIAC) to bring the school into compliance with No Child Left Behind. Although reading and, indirectly, math are the primary targets for improvement, the building felt that a comprehensive approach which improved students' lives would produce better results. Therefore, the six CSIP goals were combined into three goals for this grant. The goals follow:

**Goal #1 (CSIP long-range goals #1 & #2) Students will learn basic knowledge in all subject areas, emphasizing reading including effective communication skills.**

**Goal #2 (CSIP long-range goals #3, #4, & #6) Students and staff will learn to make decisions and become problem solvers, which will help them develop positive personal and interpersonal social skills and learn to set personal/career goals.**

**Goal #3 (CSIP long-range goal #5) Students will develop technological skills.**

As a result of the three goals students will reach or exceed the 40<sup>th</sup> percentile proficiency level in both reading and math. This will occur through teachers using more effective reading and communication strategies, students and staff able to make better decisions, and through an intensive use of technology, which will be integrated into all phases of learning.

East Greene Community School District has the capacity to use school improvement funds to provide adequate resources and related support to the Grand Junction MS/HS. The district has the capacity and commitment to implement fully and effectively the Transformation Model intervention. The local school board and the local teacher association have expressed their support as evidenced by the signing of the Memorandum of Understanding accompanying this grant request.

The results will occur through the use of two external providers, extensive AEA 8 support and local IT personnel. The external providers include Kevin Vidergar who will guide the local Director of School Improvement, Karen Sandberg, in the development and monitoring of professional development; and the Decision Education Foundation, which will provide training in using decision principles. Internal staff will provide professional development in the use of 1:1 Dell computers.

East Green CSD is requesting \$393,766 over the next three years to transform the Grand Junction MS/HS students into proficient students so that the Tier II status can be removed.

**Part 1**

**Needs Assessment and Analysis**

Name of School: Grand Junction MS/HS		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment		LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
<p>1. Curriculum and Resources</p> <ul style="list-style-type: none"> <li>Iowa Core essential concepts and skills</li> <li>Alignment between assessments and curricula</li> <li>Assessment data from other district-wide assessments</li> <li>Iowa Tests of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for the past 3 years, including subgroup breakdown</li> </ul>		<p>Our standards and benchmarks have already been aligned to the Iowa Core because we belong to the Mid-Iowa School Improvement Consortium (MISIC)</p> <p><i>Curriculum Manager</i> Software enables teachers to map out individual student needs. Teachers input into <i>Curriculum Manager</i> both formative and summative assessments for each unit. Individual students can readily be assessed as to where they are in relationship to the Iowa Core.</p> <p>MAP testing shows results that correlate with the Iowa Testing results, where about 1/3 of the students at each grade level are not proficient.</p> <p>Overall, Grand Junction students did not have as many students in the high proficiency reading groups as either the state or AEA 8 and had more students in the lower proficiency level than either the state or AEA 8. Math results were found to be similar after item analysis of the Iowa Tests.</p>
<p>2. Schedule and Classroom</p> <ul style="list-style-type: none"> <li>School vision and mission</li> <li>School Safety</li> <li>Summary data for attendance, truancy and school mobility rate</li> <li>Climate surveys, if available</li> </ul>		<p>Vision: Success for All</p> <p>Mission: To develop life-long learners and responsible citizens</p> <p>School safety is addressed through the CHAMPs Program which is a successful behavior management system through <i>Safe &amp; Civil Schools</i>.</p> <p>Attendance rate: 94%</p> <p>Truancy rate: 1%</p> <p>Based on a climate survey in 2008-2009, staff indicated a lack of consistent expectations. Based on this information</p>

	the district contacted Safe & Civil schools for work on a PBS system.
3. Administration and staffing <ul style="list-style-type: none"> <li>Teacher-student ratios</li> <li>Supplemental Support</li> <li>Use of Iowa Professional Development Model</li> <li>Implementation data from professional development activities</li> </ul>	Teacher/student ratios: 1:12.5  Supplemental Support: CHAMPs program, Prairie Lakes AEA 8, Kevin Vidergar The Iowa Professional Development Model is used and provides theory, demonstration, practice, and coaching to deliver all professional development in the district. 100% of staff has completed formative assessment logs and 100% of staff has implemented the Classroom Management System from Safe & Civil Schools
4. Student and parent involvement <ul style="list-style-type: none"> <li>Iowa Youth Survey data</li> <li>Evidence of parent/community involvement in school</li> </ul>	According to the Iowa Youth Survey for family involvement and support 52% of our 11 <sup>th</sup> graders gave a favorable response about family involvement and support and 70% of our 8 <sup>th</sup> graders. SIAC committee meets regularly plus next year a parent committee will meet with the administration four times during the year to provide input to administration.

East Greene Middle School/High School (MS/HS) is located in Grand Junction, Iowa. East Greene is located in central Iowa 45 miles northwest of Des Moines, Iowa and along Highway 30 and the scenic Lincoln Highway. The East Greene Community School District is made up of 3 small rural communities: Dana, Grand Junction, and Rippey. There are a total of approximately 320 students in K-12. There are 17 teachers in the MS/HS plus a guidance counselor, principal and superintendent.

East Greene Community School District has analyzed the needs of its MS/HS, which is a Tier II school, and has selected the Transformation Intervention Model to help students reach proficiency level in reading and math.

As part of the comprehensive needs assessment the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) were analyzed for grades 6, 7, 8 and 11 in both reading and math. This included the subgroups that were reportable, which included gender and SES. In addition East Greene staff does an item analysis every year and uses the data in their Professional Learning Communities to teach to the gaps in student learning.

## READING

11<sup>th</sup> grade. For the past three years all 11<sup>th</sup> grade-reading students had lower than the state and AEA 8 in the high proficiency range except for one year when low SES and higher than the state. During the same period 11<sup>th</sup> grade students scored higher than the state and AEA 8 in the percentage of students in the low proficiency level except for one Low SES group.

8<sup>th</sup> grade. For the past three years all reportable 8<sup>th</sup> grade reading students scored lower than the state and AEA 8 in high proficiency level except for one subgroup (Low SES) in 2007. For the past three years all reportable 8<sup>th</sup> grade reading students scored higher than the state and AEA 8 in the percentage of students in the low proficiency level except for the subgroups, female and Low SES.

7<sup>th</sup> grade. For the past three years all reportable 7th grade reading students scored lower than the state and AEA 8 on the high proficiency level except for 2009. For the past three years all reportable 7<sup>th</sup> grade reading scores in the low proficiency level were above the state and AEA 8 proficiency level except for females in 2008 and non-SES in 2008.

6<sup>th</sup> grade. In the past three years the 6<sup>th</sup> grade Grand Junction students scored lower than the state and AEA 8 in the high proficiency level for two years, but higher in 2008. Subgroups scoring higher included males and low SES. For the past three years the 6<sup>th</sup> grade Grand

Junction students scored higher than the state and AEA 8 in the lower proficiency level except for the subgroups girls and non-SES. One year the Low SES scored lower than the state, but higher than AEA 8 in the low proficiency level.

## MATH

11<sup>th</sup> grade. For the past three years only two subgroups in 11<sup>th</sup> grade ever had a higher percentage of students in the high proficiency range than the state or AEA 8. Two years there were no students in the high proficiency range. All 11<sup>th</sup> grade categories had more students in the low proficiency category except for Low SES in 2008. Low SES was lower than the state in 2009, but higher than AEA 8.

8<sup>th</sup> grade. For the past three years all reportable 8<sup>th</sup> graders at Grand Junction had fewer percentages of high proficiency students except for females and non-SES in 2009. For the past three years all reportable 8<sup>th</sup> grade students had higher percentiles in the lower proficiency range than the state or AEA 8 except for females and Low SES (higher than AEA8, but lower than the State) in 2009.

7<sup>th</sup> grade. All reportable percentiles for Grand Junction 7<sup>th</sup> graders in the high proficiency range were lower than the state and AEA 8 percentages including subgroups. All reportable percentiles for Grand Junction 7<sup>th</sup> graders in the low proficiency range were higher than the state and AEA 8 percentiles except for females in 2008.

6<sup>th</sup> grade. In the past three years the reportable sixth graders, as a whole, had fewer students than the state or AEA 8 in the high proficiency range except for 2008, when they were lower than the State, but higher than AEA 8 with subgroups males and Low SES being the exceptions. For the past three years Grand Junction had a higher percentage of reportable 6<sup>th</sup>

grade students in the low proficiency range than either the State or AEA 8 with exceptions for females and non-SES in 2008 and Low SES being split by being higher than AEA 8, but lower than the State.

One observation that is a little unusual is that when Grand Junction did rank better than the state and/or AEA 8 it was often in the Low SES group, which demonstrates that they are doing a pretty good job with this subgroup.

In the fall of 2009 East Greene began implementation the CHAMPs Class wide Positive Behavior Support (PBS) system. This is to improve classroom behavior, establish behavior expectations, motivate students to put forth their best efforts, reduce misbehavior and teach students to behave respectfully. This ultimately leads to safety in the classroom and in the building. The techniques and strategies are well documented in the research literature. The *Safe & Civil Schools* approach is grounded in past and current research on effective schools, positive behavior support, school improvement, classroom management, and response to intervention (<http://www.safeandcivilschools.com/research/index.php>) The program has data to support:

- reductions in referrals, suspensions, and expulsions
- declines in tardy rates
- increases in student attendance and connectedness
- perceptions of increased safety and civility

“We believe that the programs and materials we provide help schools improve safety and civility across all school settings” ([http://www.safeandcivilschools.com/scs\\_efficacy/index.php](http://www.safeandcivilschools.com/scs_efficacy/index.php))

After analyzing the needs of the middle school/high school and looking at the requirements of the four intervention models for School Improvement, it was decided by the

teachers and SIAC that the best fit would be the Transformation Model. The ultimate recommendation came from the SIAC committee. The needs of the school fit the required and permissible activities listed in the Transformation Model. The needs are spelled out in the three goals and include more emphasis on subject matter, especially reading; a positive method of making decisions to help in goal setting and personal aspects of students' lives, and developing better technology skills which will ultimately raise reading and math scores. The Transformation Model allows these goals to be developed and supported.

### **Capacity**

East Greene Community School District has the capacity to use school improvement funds to provide adequate resources and related support to the Grand Junction MS/HS, which has been identified as a Tier II school. The district has the capacity and commitment to implement fully and effectively the Transformation Model intervention. The local school board and the local teacher association have expressed their support as evidenced by the signing of the Memorandum of Understanding accompanying this grant request.

### **Monitoring professional development**

Karen Sandberg, District Director of School Improvement, will measure the impact of professional development based on a system set up with Kevin Vidergar. Vidergar is listed with the external consultants and has extensive experience, having worked on a State Support team for SINA schools. He has already set up systems for struggling schools. Vidergar has an M.S. degree in Science Education from Florida State University in Tallahassee, Florida. He currently is the Director of School Improvement for North Polk Community School District, but formerly



worked as a consultant for Heartland AEA 11 and before that was a consultant for AEA 5. He has taught classes on systems thinking, continuous improvement, developing technically adequate criterion-referenced tests, and questioning. He is a Council Member for Iowa Educational Research and Evaluation Association. His past responsibilities have included guiding districts in creating and implementing multi-year professional development plans designed to improve student learning.

Additional Professional Development in the Grand Junction MS/HS building includes:

2010-11 School Year. Two additional days devoted to reading strategies and communication.

2011-12 School Year. Five additional days devoted to Decision Education Foundation and technology.

2012-13 School Year. Five additional days devoted to Decision Education Foundation and technology.

The District will continue to work on the countywide initiative with the districts of Paton-Churdan and Jefferson-Scranton on formative assessments.

### **Teacher collaboration**

The signed Memorandum of Understanding included with this grant application demonstrates teacher collaboration. On January 13, 2010, after receiving notification of Tier II status the week before, the administration met with the teachers and discussed possibilities about school improvements. Small groups did brainstorming and ideas were generated on how the district can improve school achievement. Teachers have had buy-in from the very beginning of the school improvement process.

### **Use of formative data**

The district is currently receiving professional development on how to use formative data. East Greene is working together with Paton-Churdan and Jefferson-Scranton in a county wide professional development initiative based on the work of Margaret Heritage in formative assessment. Colleen Anderson from the Iowa Department of Education presented one professional development day followed by Dr. Margaret Heritage, herself. Follow-up continues in individual districts led by the three curriculum directors in the county. This will continue during the coming year with AEA support.

### **Alignment of resources**

School resources have been dedicated to carrying out the transformation model after the three years of grant funding are over through the use of the one-cent sales tax and redirecting general funds. The one cent sales tax will support the 1:1 technology initiative. General funds will be redirected to support the additional teacher. Most of the other activities are either cost neutral or will have been built into the program.

AEA 8 supports East Greene with a reading specialist and school improvement consultant. The reading specialist is Maurita R. Aubrey. Aubrey is a graduate of Minot State University and has a B.A. in Psychology and has her educational specialist degree in school psychology, also from Minot State University. She has been a member of the AEA 8 Reading Leadership Team for six years and has been a member of the Statewide Reading Team for eight years. She has also been a member of the International Reading Association for the past six years. Aubrey has given numerous presentations in reading and behavior analysis nation wide. She has also provided professional development to AEA staff and LEA staff on the Iowa

Professional Development Model and the five components of a comprehensive reading program, which included a focus on scientifically based reading research. She has been a Technical Assistance Provider/Literacy Coach for Reading First schools and SINA schools. Her duties included planning and providing professional development, studying strategy implementation through classroom observations and analysis of implementation logs, administering various assessment instruments, analyzing data, and facilitating leadership teams. For a complete list of Aubrey's qualifications see Appendix C.

Another AEA 8 support is Annette Louk. Louk is the district's external School Improvement Consultant and has expertise in math. She has a MA in elementary education and math from Westmar College and an M.A. in middle grade mathematics from the University of Northern Iowa in Cedar Falls, IA. She is also certified for the National Board for Professional Teacher Standards. Louk assists UNI in writing courses integrating the Iowa Core Curriculum. She has facilitated training for Hawaii teachers of mathematics and she facilitates online course for the Department of Defense through UNI. For a complete list of Lou's qualifications see Appendix D.

Dr. Kay Forsythe sums up the support from AEA 8 in a letter in Appendix A.

### **Implementation timeline**

The person responsible is in parenthesis behind each activity listed.

- ❖ The implementation timeline begins in the summer of 2010 and ends in the summer of 2013; however, the Teacher Quality Team will start its work on redoing the evaluation system already in June 2010.
- ❖ 2010-2011 school year Reading initiative (Goal #1)
  - Additional reading instructor is hired (Goal #1) (Superintendent)

- Two days of professional development in reading and communication strategies (Goal #1) (Director of School Improvement [DSI])
- Kevin Vidergar and Karen Sandberg develop tools for monitoring professional development (Goals #1, 2, & 3) (DSI)
- Reading class is added at the secondary level (Goal #1) (Secondary school principal)
- \$1,500 leveled reading books purchased (Goal #1) (New reading teacher)
- Student response journals will be developed (Goal #1) (DSI and AEA support)
- Weekly Professional Learning Communities will continue (Goal #1) (DSI and high school principal)
- Continue using [www.IHaveaPlanIowa.gov](http://www.IHaveaPlanIowa.gov) (Goal #2) (Guidance counselor)
- Maurita Aubrey and Annette Louk give AEA support to reading and math strategies (Goal #1) (AEA staff)
- Additional instructional time (.5 hour) is added to students contact hours (Goal #1) (High school principal)
- SIAC Committee continues to monitor and review activities for all three grant goals (Goals #1, 2, and 3) (Superintendent and SIAC committee)

- Formative assessment professional development will continue (Goal #1) (DSI)
- Ongoing review of curriculum through the *Curriculum Manager* software (DSI)
- Shared guidance counselor with Jefferson-Scranton (Goal #2) (Superintendent)
- Continuation of CHAMPS program (Goal #2) (DSE and secondary principal)
- ❖ 2011 summer Four staff members to Stanford for Decision Education program (Goal #2)
- ❖ 2011 Summer school program begins for 6-10 graders not proficient in reading (Goals #1)
- ❖ 2011-2012 school year Begin Decision Education and 1:1 initiative (Goals # 2 & 3)
  - Additional five days of professional development devoted to Decision Education and 1:1 technology (Goals #2 & 3) (DSI)
  - Decision Education PD will be delivered by Chris Spetzler, Sr. Program Director for Decision Education Foundation (Goal #2) (Superintendent)
  - 1:1 technology initiative will have internal support and training from Jon Hueser, principal, and a tech specialist shared with neighboring district, Jefferson-Scranton (Goal #3) (Secondary school principal)

- Every teacher and student will be issued a Dell computer to use (Goal #3) (Secondary school principal)
- Many of the first year activates will continue (Supports all three goals) (Superintendent, Secondary school principal, DSI, and SIAC committee)
- ❖ 2012 Summer school program continues
- ❖ 2012-2013 school year Continue with all three initiatives
- ❖ 2013 Summer school program continues
- ❖ Year 2013-2014 and beyond. All initiatives continue through sustainability efforts of the district.
  - Reading teacher will continue through budgeting of general funds (Goal #1) (Superintendent)
  - Decision Education will continue by training new teachers through the expertise of those attending the summer workshop in 2011 (Goal #2) (DSI)
  - 1:1 will continue through \$30,000 of sales tax moneys devoted to the project each year (Goal #3) (Superintendent and Secondary school principal)

#### **Ability to recruit new staff or principals in required intervention models**

The MS/HS principal, Jon Hueser, won't be replaced because he was hired in 2007-2008. East Greene will hire a new secondary reading teacher. The East Greene school district uses the Iowa REAP website which is Iowa's premier national online recruitment and application service for educators. Job vacancies are posted across the United States. IAREAP is an affiliate of the

National School applications Network, which gives East Greene the power of a nationwide network of services.

### **Design and implement Intervention Model**

The Intervention Model chosen by the East Greene SIAC Committee and supported by the Board of Education and the Teacher Association is the Transformation Model. The design for this model was developed from the long-range CSIP goals, which were based upon recommendations of the District/Building Leadership team and the School Improvement Advisory Committee.

**Goal #1 (CSIP Long-range goal #1 & 2) Students will learn basic knowledge in all subject areas, emphasizing reading including effective communication skills.**

Activities	Timelines	Indicators of progress
Add secondary reading teacher	August 2010	Contract signed
Add two days of professional development in reading/communication Year One	August 2010	Number of teachers participating in reading/communication professional development using the Iowa Professional Development Model
Add five days of professional development in Year two – DEF and 1:1	August 2011	Number of teachers participating in DEF/technology professional development using the Iowa Professional Development Model
Add five days of professional development in Year three – DEF and 1:1	August 2012	Number of teachers participating in DEF/technology professional development using the Iowa Professional Development Model
Add two weeks summer school for 6 <sup>th</sup> – 10 <sup>th</sup> grade students under the 50 <sup>th</sup> percentile on ITBS/ITED in reading	Summer 2011 and every summer after as long as needed	Jamestown probes (already purchased)
Develop student response journals	Fall 2010	Evaluate journals monthly with developed rubric
Continue meeting weekly in Professional Learning Communities (PLC)	Ongoing	Meeting logs/reflections Subcommittee feedback and goal setting

The ultimate results occurring from the activities listed for Goal #1 include:

- An increase in the percentage of students who score at the proficient level or above (41<sup>st</sup> percentile or above using national norms) on the ITBS Reading Comprehension Test for grades 6 – 8 and the ITED Reading Comprehension test in Grade 11, including subgroups.
- An increase in the percentage of students who score proficiently in reading on the MAP test grades 6 – 11.



- An improvement in Math scores as a result of better reading skills.
- An increase in effective written communication.
- An increase in reflection and higher order thinking skills.
- An increase in differentiated instruction.

**Goal # 2 (CSIP long –range goal 3, 4, & 6) Students and staff will learn to make decisions and become problem solvers, which will help them develop positive personal and interpersonal social skills and learn to set personal/career goals.**

Activities	Timelines	Indicators
Use <a href="http://www.IHaveaPlanIowa.gov">www.IHaveaPlanIowa.gov</a> to research interests, abilities/skills and to create 4-year-plans Explore colleges worldwide and do career lessons in writing resumes, cover letters and thank-you notes.	Current and ongoing	Completed plans and written documents
Implement Decision Education Foundation principles through attendance by four staff members at DEF Institute at Stanford University	Summer 2011	Four staff members will serve as facilitators for the rest of the staff as the Decision Education processes are used to help students develop positive personal and interpersonal skills through better decisions
Implement Decision Education Foundation principles through PD with DEF professionals at East Greene	2011-2012 school year and 2012 – 2013 school year	Implementation of DEF principles throughout curriculum

The ultimate results occurring from the activities listed for Goal #2 include:

- \* Career goals developed by 8<sup>th</sup> graders
- Increase in attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report

- Increase in graduation rate as calculated by the Iowa Department of Education using data from the Spring BEDS Report
- Decrease in percentage of the student body in middle and high school that receives any discipline referrals
- Decrease in percentage of students in grades 6, 8, & 11 that report that they have used alcohol, tobacco or other drugs on the triennial Iowa Youth Survey
- Increase in alternatives in decisions and commitment to follow-through

**Goal #3 (CSIP long-range goal #5) Students will develop technological skills**

Activities	Timelines	Indicators
Become a 1:1 school with Dell Computers	September 2011	Students/teachers receive and use computers
Receive training for implementation of 1:1 program	September 2011	Teachers integrate student use of technology into daily lesson plans

The ultimate results occurring from the activities listed for Goal #3 include:

- Increase in percentage of students proficient on the AEA developed 8<sup>th</sup> grade technology literacy survey
- Increase in proficiency level in reading
- Increase in proficiency level in math
- Increase in 21<sup>st</sup> Century skills
- Increase in students' level of engagement (Year One of the grant will determine baseline. Assessment will be Walk-through data)

## Part 2

### Recruit, screen and select external providers

#### Securing external providers

Although many external providers were considered to help fill the gaps in the East Greene educational program, the five listed in the chart below were finally chosen. The external providers were identified through their credentials and past experience from other districts.

Vidergar was chosen because of his immeasurable experience in already helping schools not meeting AYP. Aubrey and Louk were chosen because they are the AEA 8 supports for the district and are well qualified to serve in these positions. Forsyth is listed here because of her support for the goals as AEA 8 Chief Administrator. Spetzler was chosen because of his success with the Sigourney Community School District in Iowa and many others in training staff in good decision-making skills.

Provider	Rationale	Specific Service	Qualifications	Experience
Kevin Vidergar	Although Karen Sandberg, Director of School Improvement for EGCD, will be in charge of professional development, Kevin Vidergar will guide her <b>To support all three goals</b>	Measure impact of professional development	M.S. Science Ed, Florida State Uni. Tallahassee, Florida  B.S. Life Science/Teaching, Winona State Uni. Winona, Minnesota  Already has set up systems for struggling schools	AEA 11 consultant. Worked to improve learning and teaching in several content areas. Coached districts through a collaborative process to revise and align standards and benchmarks, instruction, and assessments Worked for AEA 5 State support team for SINA schools * See resume in Appendix B
Maurita	Reading is one	Reading	Ed.S school psyche.	School

Aubrey	of the identified weaknesses causing the Tier II designation <b>To support Goal # 1</b>	consultant with AEA 8	Minot State Uni. B.S. Psychology Minot State Uni.  Member of AEA 8 Reading Leadership Team Member of Statewide Reading Team Member of International Reading Association	Improvement/Literacy Consultant for Prairie Lakes AEA 8 Adjunct instructor for Morningside College (educational assessment, diagnostic assessment and instruction of reading) Learning Team Co-Facilitator Taught staff development class for AEA in reading strategies for middle school and high school special education * See resume in Appendix C
Annette Louk	Math is an identified weakness causing Tier II designation. Also, AEA support is through the SIC position. East Greene also has access to other AEA supports through the SIC <b>To support Goal # 1</b>	School Improvement Consultant	B.A. Ele Ed/Math Westmar College, LeMars, IA  M.A. Middle grade mathematics U.N.I., Cedar Falls, IA  Certified – National Board for Professional Teacher Standards	School Improvement consultant for AEA 8 Assists UNI in writing courses integrating the Iowa Core Curriculum Facilitated training for Hawaii teachers Facilitates online courses for Department of Defense through UNI Former teacher * See resume in Appendix D
Dr. Kay Forsythe	Align grant goals and AEA support services and personnel <b>To support all three goals</b>	Oversees AEA 8 support to districts	Post-doctoral study, certificate of advanced studies, UNI, Cedar Falls, IA Ph.D. Professional studies in educating ISU, Ames, IA M.S. Professional studies in	Chief Administrator, Prairie Lakes, AEA Superintendent of Schools, Webster City, IA Principal, Webster City High School Coordinator of staff development/educational consultant, teacher

			education, ISU, Ames, Ia B.S. Health/Phy Ed SW Missouri State; Springfield, Missouri	license renewal center director and prevention specialist/ed consultant Northern trails AEA, Clear Lake, IA * See resume in Appendix E
Chris Spetzler	Good decision making will help students develop positive personal and interpersonal social skills as well as make good personal and career decisions **See quote from Decision Education Foundation website following this chart. <b>To support Goal #2</b>	Train staff in Decision Education principals	Senior Program Director Spoken nationally and internationally at educational conferences on the topic of decision making and have worked with a variety of institutional partners including independent preparatory schools, charter and magnet schools and organizations that mentor at-risk youth.	Instructor in the Stanford Center for Professional Development Certificate Program in Strategic Decision and Risk Management where Decision education Foundation leads courses in decision Education for Educators. Has lead the teaching team for Decision Quality for Educators Part I and am leading the development of the Decision Quality for Educators Part II. * See resume in Appendix F

**\*\*“Why Decision Education? The Urgent Need**

Young people today need to learn how to make better decisions. High school dropout numbers, substance abuse, and violence are some of the visible signs of poor decision- making. In addition, mainstream students are frequently failing to reach their full academic and personal potential because they lack good decision-making skills. Plus, they're facing an increasingly complex, risky, and uncertain future in which these skills will be more important than ever.

***Yet decision skills training is missing in the majority of today's school curriculum.”***

Taken from <http://www.decisioneducation.org/>

All programs in this application are either research or evidence based.

### **Alignment of Resources with the Interventions**

School resources have been dedicated to carrying out the Transformation Model after the three years of grant funding are over through the use of the one-cent sales tax and redirecting general funds. The one cent sales tax will support the 1:1 technology initiative. General funds will be redirected to support the additional teacher. Most of the other activities are either cost neutral or will have been built into the program. Part of Goal #1 will be supported through AEA support, which is paid by through flow-through money in the general fund budget. Approximately \$40,000 will be budgeted through General Fund to continue the extra reading teacher position. Goal #2 is partially supported through the CHAMP program, which is already being offered in the district. The Decision Education principals should be implemented by grant end, however, if extra professional development is needed, it will be provided by one of the staff members who attended the workshop at Stanford. No extra funds should be needed. Goal #3 will be supported through the one-cent sales tax and will amount to \$30,000 per year.

### **Policy and Practice Modifications**

The most obvious practice modification concerns time, both student instructional time and teacher's professional development time. Student instructional time will be increased by one/half hour each day. This can be modified within the structure of the current master contract. Teacher professional development time will be increased two days in Year One of the grant to learn specific reading strategies and increased by five days in Year Two and Year Three of the grant to learn Decision Education Skills and the 1:1 technology program. These additional days

may not be continued after grant funding because staff members should be able to assist new teachers in the acquisition of the skills learned during grant professional development.

The extent to which parents and community, school staff, and other stakeholders were engaged in the planning and decision making process is shown by the fact that the School Improvement Advisory Committee (SIAC) and the staff, both certified and non-certified recommended the model to follow. Then the teacher union president signed off on it.

Any other modifications to policy and practice are looked at as we summarize how the Grand Junction MS/HS will meet the required and permissible activities required for the Transformation Model. By implementing the following activities the district will be enabled to implement the intervention fully and effectively.

#### **Required activities**

*Replace Principal (except those hired previously as part of turnaround or transformation effort)*

Jon Hueser, 6 -12 principal, was hired in the 2007 – 2008 school year and meets the qualifications not to have to be replaced.

*Operational flexibility (calendar, time, budget, staffing)*

Two professional development days will be added devoted to learning reading strategies in Year One of the grant. Summer school will be added, starting the summer of 2011 for students under the 50<sup>th</sup> percentile level in reading in grades 6 – 10. It is anticipated that two teachers will be needed for 20 students for a two-week session. A reading teacher will be added to the staff. Instructional time will be extended for the students by ½ hour each day (part in the

a.m. and part in the p.m.) This can be accomplished within the bounds of the current teachers' contract. In Year Two and Year Three five professional development days will be added so staff can receive instruction in Decision Education and the 1:1 technology program.

An additional class will be added to the schedule for students who need extra help in reading. Student response journals will be incorporated across the curriculum for students to communicate their essential learnings and understand content as well as setting learning goals and monitoring their own progress. Journals will be used as a tool for students to communicate their goals to teachers, administrators, school board and community.

***Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input.***

On June 7, 2010 a Teacher Quality team made up of three administrators and three teachers (one high school/one middle school and one elementary) will meet to redo the evaluation system. SIAC and the Board of Education will approve the new form. Part of the function of the team is to evaluate the evaluation system. Student growth is continually analyzed through the Professional Learning Communities.

***Identify/reward effective personnel & remove ineffective personnel***

This is part of the responsibilities of the Teacher Quality Team mentioned above. The identification of effective and ineffective personnel will be the result of the new evaluation form. Ineffective teachers are put on intensive intervention after which they either improve or are removed from the system.



***High-quality, ongoing, job-embedded, instructionally aligned professional development***

The district will continue to use Professional Learning Communities (PLC). These PLCs meet weekly to analyze data to make sure that professional development is relevant and aligned to student needs and to the Iowa Core Curriculum.

***Financial incentives, career opportunities and flexible work conditions***

Each teacher currently has his or her Individual Career Development Plan. These are updated yearly. There will be financial incentives for each 6 – 12 teacher to have two extra days of professional development devoted entirely to reading strategies in Year One of the grant and five days in Year Two and Year Three, which will be devoted to Decision Education principles and the 1:1 computer program. This requirement is also tied into the work of the Teacher Quality Team and the evaluation component. Additional incentives will be discussed at the June 7<sup>th</sup> Teacher Quality Committee meeting. There will also be an opportunity for some staff to attend a workshop held on Stanford University's campus on Decision Education.

***New governance structure***

An instructional coach will be in the classroom starting next year to help align teachers to professional development.

***Use data to identify and implement an instructional program that is research-based and vertically aligned***

East Greene MS/HS is currently working on this as they align with the Iowa Core Curriculum. They are using *Curriculum Manager* software. Teachers input units into the software and it aligns with the Iowa Core Curriculum, which gives the district a map. One can

see what the intended curriculum is, what the assessed curriculum is and the gaps. East Greene already uses an SAR Matrix to see if they are using research based and best practices in their teaching.

The district currently puts into practice Professional Learning Teams (PLCs). These meet weekly to analyze student data and to study best practices. This assures continuous use of student data. They also check for vertical alignment. The PLCs will enable the district to differentiate instruction to meet the academic needs of individual students. Formative assessment data will be used to continually build upon the countywide initiative based on Margaret Heritage's work.

***Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students***

The district will continue their professional development in formative assessments, which they are sharing with the county wide collaborative in the neighboring districts of Paton-Churdan and Jefferson-Scranton. Starting next fall teachers will be required to post learning objectives for each period in relationship to the Iowa Core and formative assessments. The objectives will be tied to formative objectives. Then teachers will analyze student data in their PLC, which meet weekly.

***Establish schedules and implement strategies that provide increased learning time***

Students will have an extra ½ hour of instructional time beginning with the 2011 – 2012 school year. This can be accomplished within the guidelines of the current negotiated teachers' contract.

### ***Ongoing family and community engagement***

East Greene has a School Improvement Advisory Committee. This will continue to meet. Last year the elementary held three school Lit Nights that were very successful with good attendance. This coming year similar meetings will be extended into the middle school and high school and termed Family Nights. At least two will be held in which students can create and demonstrate their math and/or reading projects and share them with their parents and other community members.

### ***Ongoing intensive technical assistance from LEA, SEA or external partner***

Prairie Lakes AEA 8 will provide technical assistance. Marita Aubrey from the Jefferson office is the reading consultant and Annette Louk from the Webster City office is the School Improvement Consultant. Dr. Kay Forsythe, Chief Executive of AEA 8, is very supportive of the East Greene program and has pledged to do all she could to provide assistance to the district. (see letter of support in Appendix A)

### **Permissible Activities**

#### ***Additional compensation to attract and retain staff***

This is not being considered at this time except for the additional days of Professional Development (two in Year One, and five in Years Two and Three of the grant).

#### ***System to measure impact of professional development***

Karen Sandberg, East Greene School Improvement Director, will be measuring the impact of professional development after guidance from outside consultant, Kevin Vidergar. Vidergar was chosen because of his immeasurable experience in already helping schools not

meeting AYP. He is a former AEA 11 consultant. Vidergar worked to improve learning and teaching in several content areas; has coached districts through a collaborative process to revise and align standards and benchmarks, instruction, and assessments; and worked for the AEA 5 State support team for SINA schools (see resume in Appendix B).

### ***Periodic reviews of curriculum***

This is an ongoing process in the East Greene Community School District that is done through the use of *Curriculum Manager* software. Multiple additional tools are used to review curriculum including rubrics, surveys and analyzing Walk-through data.

### ***Response to Intervention model***

RTI = Response to Intervention. This will be recorded through the formative assessment that is currently being learned through professional development with Paton-Churdan CSD and Jefferson-Scranton CSD. This will be a future project.

### ***Additional supports to address students with disabilities and English language learners***

Although an ELL person is on staff, East Greene has very few ELL students. Two special education teachers work at the 6 – 12 grade level. There is also a Child Study Team, which discusses struggling students. The team establishes intervention plans and Sections 504 plans.

### ***Using and integrating educational technology***

This is a major component in the School Improvement grant. Goal number 3 assures that technology will be used and integrated throughout the 1:1 program.

***Increasing opportunities for advanced coursework, AP, IB, STEM, early college, dual enrollment, thematic learning academies***

East Greene has a sharing agreement with Jefferson –Scranton that gives student's access to AP and dual enrollment classes. Currently there are a possible 51 units of college credit available to high school students.

***Summer transition or freshman academies (middle to high school)***

Summer school will be available for all 6 – 10 grade students who are not at least at the 50<sup>th</sup> percentile in reading starting the summer of 2011.

***Graduation rate improvement reforms***

East Greene has a sharing arrangement with Jefferson-Scranton for an alternative program for students who are in danger of not graduating from the traditional program.

***Early warning systems for at-risk youth***

Early warning for at-risk youth is accomplished through Child Studies, Title I and Reading Recovery at the elementary. Also, through the special education program. These students need to be identified at the elementary level in order for them to find success at the secondary level.

***Partner with organizations, clinics, agencies, etc. to meet students' social, emotional, health needs***

Next year East Greene will be purchasing guidance services from Jefferson-Scranton. The guidance counselor has a mental health background.

### ***Extend or restructure school day***

Students will have an extra ½ hour of instructional time beginning with the 2011 – 2012 school year. This can be accomplished within the guidelines of the current negotiated teachers' contract.

### ***Implement approaches to improve school climate and discipline***

One of the goals of the East Greene Community School District is that by the end of the 2009-10 school year, all teachers will consistently teach and enforce the CHAMPS system. CHAMPS is a program through Safe and Civil Schools. Also the Decision Education Foundation will be providing professional development in how to make good decisions, which will help improve both school climate and discipline.

### ***Per-pupil school-based budget formula weighted by student needs***

The one-cent sales tax will be used to support the 1:1 computer program at the rate of \$30,000 a year after grant funding. At-risk funding and small grants will be used to sustain programs for school improvement. The At-Risk funding through allowable growth will help support the initiatives in the grant.

### **Continual review**

The SIAC committee and the Teacher Quality Team will continually monitor and advise the current practices and policies of the district. If conflicts arise, actions will be discussed for eliminating them. Sandberg will continually review the professional development based on Vidergar's rubrics and other evaluation tools.

## Budget and Budget Narratives

**Budget Form:** Applicants must use the budget provided with the application materials. The budget must align with the actions described in the application.

	Year 1	Year 2	Year 3	Total
<b>Personnel</b>				
Salary				
Reading teacher	\$29,600	\$31,500	32,600	<b>93,700</b>
Professional Development	\$6,686	\$17,298	\$17,904	<b>\$41,888</b>
Summer school		\$2,000	\$2,000	<b>\$4,000</b>
Decision Education workshop (4 staff to Stanford)		\$4,800		<b>\$4,800</b>
<b>Benefits</b>				
Reading teacher	\$7,400	\$7,875	\$8,150	<b>\$23,425</b>
Professional Development	\$976	\$2,525	\$2,614	<b>\$6,115</b>
Summer school		\$ 584	\$ 584	<b>\$1,168</b>
Decision Education workshop		\$1,200		<b>\$1,200</b>

Expenses (Mileage, Meals, Lodging)				
Four flights to Stanford @ \$500		\$2000		<b>\$2,000</b>
Four hotel room for five nights @ \$200		\$4000		<b>\$4,000</b>
Daily expenses @ \$50 for four people for five days		\$1,000		<b>\$1,000</b>
<b>Professional Services</b>				
Honorarium				
Kevin Vitergar	\$1,460			<b>\$1,460</b>
Chris Spetzler		\$5,000	\$5,000	<b>\$10,000</b>
<b>Expenses (Mileage, Meals, Lodging)</b>				
Kevin Vidergar (55 cents x 76 miles x 5)	\$209			<b>\$209</b>
Chris Spetzler		\$1,000	\$1,000	<b>\$2,000</b>
<b>Instructional Materials</b>				



Leveled Reading books	\$1,500	\$1,500	\$1,500	<b>\$4,500</b>
<b>Supplies and Materials</b>				
Office –Suite software @		\$2,300		<b>\$2,300</b>
\$52.76 x 220 computers		\$11,607		<b>\$11,607</b>
<b>Other – specify: Tuition</b>				
Tuition at DEF workshop @		\$7,900		<b>\$7,900</b>
\$3,950 x four staff members				
Plus a credit of \$1,975 x four staff members (scholarships from DEF)				
<b>Other – equipment and set up</b>				
1:1 computers (220 computers)		\$123,000		<b>\$123,000</b>
Initial set -up		\$40,000		<b>\$40,000</b>
<b>Total Direct costs</b>	<b>\$47,831</b>	<b>\$267,089</b>	<b>\$72,352</b>	<b>\$386,272</b>
<b>Administrative Costs (allowable indirect cost rate) 1.94%</b>				
	\$928	\$5,182	\$1,384	<b>\$7,494</b>
<b>Total Direct and Indirect</b>	<b>\$48,759</b>	<b>\$272,271</b>	<b>\$72,736</b>	<b>\$393,766</b>

## **Personnel**

### **Salary**

The Grand Junction MS/HS will hire an additional teacher who specializes in reading. This teacher will be paid for through grant funds for the first three years and, thereafter, will be supported through the General Fund budget. For budget purposes a 3.5% increase has been figured in Year 2 and Year 3, however, negotiations and the Master Contract will determine this increase.

Total for three years \$93,700

Two additional days of professional development will be required of all MS/HS teachers to learn about reading strategies in Year One of the grant, and five days each in Year Two and Year Three for professional development in Decision Education and technology. The cost of two extra days of professional development for Year One is \$6,686, five days for Year Two is \$17,298 and five days for Year Three is \$17,904.

Total salary for three years \$41,888.

Two teachers will be hired for two weeks each starting in the summer of 2011 to teach summer school to eligible 6 – 10<sup>th</sup> graders. We are anticipating 20 students. Teachers are compensated at \$1,000 per week.

Total for two years \$4,000.

Four staff members (administrator, guidance counselor, director of school improvement and teacher) will attend one week of Decision Education training at Stanford University in Stanford, California. They will be paid \$30 per hour for five days (eight hour days).

Total for four people for five days \$4,800

**Total salary**

**\$144,388**

### **Benefits**

Benefits for all salaries are figured at 25%. This includes insurance, FICA and IPERS.

Reading Teacher benefits for three years \$23,425

Benefits paid for professional development for three years \$6,115

Summer school benefits for two years \$1,168

Decision Education benefits for Year Two of the grant \$1,200

**Total benefits** **\$ 31,908**

**Expenses**

Four flights to Stanford are budgeted @ \$500 a flight for a total of \$2,000. Four hotel rooms for five nights @ \$200 a night equals \$4,000. This could be less if sharing is possible. Those attending the workshop will be allowed \$50 a day for food and miscellaneous expenses (taxi, etc.) for a total of \$1,000

**Total expenses** **\$ 7,000**

**Professional Services**

Decision Education Foundation – Chris Spetzler, Sr. Program Director for Decision Education Foundation will spend two days in the district during Year Two of the grant and Year Three @ \$5,000 for a total of \$10,000.

Kevin Vidergar will work with Karen Sandberg for five days during Year One of the grant to develop rubrics, surveys and other tools to measure the effectiveness of Professional Development. Kevin's cost is \$292 per Diem. \$1,460

**Total Professional Services** **\$11,460**

**Instructional Materials**

Leveled Reading books will be purchased each year for the new reading class.

**Total Instructional Materials** **\$ 4,500**

**Supplies and Materials**

Office Suites software, 220 @ \$52.76 equals \$11,607. An anti-virus system is budgeted at \$2,300.

**Total supplies and Materials** **\$13,907**

**Other – Tuition**

Four staff members will go to Stanford to learn Decision Education Foundation principles for one week in the summer of 2011. Although the tuition is twice the budgeted amount, the Decision Education Foundation will give scholarships equal to \$7,900 to the four

<b>Total Other: Tuition</b>	<b>\$ 7,900</b>
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**Other – Equipment & Set up**

The cost for 220 Dell computers for the 1:1 program equals \$120,000. The initial setup costs \$40,000. This includes a three-year warranty on parts and labor. The district would own the machines, not lease them.

<b>Total equipment &amp; Set up</b>	<b>\$163,000</b>
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<b>Total Direct cost</b>	<b>\$386,272</b>
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**Administrative Costs:**

The restricted indirect rate for the East Greene Community School District is 1.94 % for the 2010/2011 school year. Although the budget is based on the same percentage each year it will be adjusted as changes are made yearly to the rate.

<b>Total Administrative Costs</b>	<b>\$ 7,494</b>
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<b>Total Direct and Indirect costs for three year School Improvement Grant</b>	<b>\$393,766</b>
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This budget includes sufficient funds to implement the Transformation Intervention Model fully and effectively in the Grand Junction MS/HS in the East Greene Community School District.

### **Implementation timeline**

The person responsible is in parenthesis behind each activity listed.

- ❖ The implementation timeline begins in the summer of 2010 and ends in the summer of 2013; however, the Teacher Quality Team will start its work on redoing the evaluation system already in June 2010.
- ❖ 2010-2011 school year Reading initiative (Goal #1)
  - Additional reading instructor is hired (Goal #1) (Superintendent)
  - Two days of professional development in reading and communication strategies (Goal #1) (Director of School Improvement [DSI])
  - Kevin Videgar and Karen Sandberg develop tools for monitoring professional development (Goals #1, 2, & 3) (DSI)
  - Reading class is added at the secondary level (Goal #1) (Secondary school principal)
  - \$1,500 leveled reading books purchased (Goal #1) (New reading teacher)
  - Student response journals will be developed (Goal #1) (DSI and AEA support)
  - Weekly Professional Learning Communities will continue (Goal #1) (DSI and high school principal)
  - Continue using [www.IHaveaPlanIowa.gov](http://www.IHaveaPlanIowa.gov) (Goal #2) (Guidance counselor)

- Maurita Aubrey and Annette Louk give AEA support to reading and math strategies (Goal #1) (AEA staff)
  - Additional instructional time (.5 hour) is added to students contact hours (Goal #1) (High school principal)
  - SIAC Committee continues to monitor and review activities for all three grant goals (Goals #1, 2, and 3) (Superintendent and SIAC committee)
  - Formative assessment professional development will continue (Goal #1) (DSI)
  - Ongoing review of curriculum through the *Curriculum Manager* software (DSI)
  - Shared guidance counselor with Jefferson-Scranton (Goal #2) (Superintendent)
  - Continuation of CHAMPS program (Goal #2) (DSE and secondary principal)
- ❖ 2011 summer Four staff members to Stanford for Decision Education program (Goal #2)
  - ❖ 2011 Summer school program begins for 6-10 graders not proficient in reading (Goals #1)
  - ❖ 2011-2012 school year Begin Decision Education and 1:1 initiative (Goals # 2 & 3)
    - Additional five days of professional development devoted to Decision Education and 1:1 technology (Goals #2 & 3) (DSI)

- Decision Education PD will be delivered by Chris Spetzler, Sr. Program Director for Decision Education Foundation (Goal #2) (Superintendent)
  - 1:1 technology initiative will have internal support and training from Jon Hueser, principal, and a tech specialist shared with neighboring district, Jefferson-Scranton (Goal #3) (Secondary school principal)
  - Every teacher and student will be issued a Dell computer to use (Goal #3) (Secondary school principal)
  - Many of the first year activates will continue (Supports all three goals) (Superintendent, Secondary school principal, DSI, and SIAC committee)
- ❖ 2012 Summer school program continues
  - ❖ 2012-2013 school year Continue with all three initiatives
  - ❖ 2013 Summer school program continues
  - ❖ Year 2013-2014 and beyond. All initiatives continue through sustainability efforts of the district.
    - Reading teacher will continue through budgeting of general funds (Goal #1) (Superintendent)
    - Decision Education will continue by training new teachers through the expertise of those attending the summer workshop in 2011 (Goal #2) (DSI)

- 1:1 will continue through \$30,000 of sales tax moneys devoted to the project each year (Goal #3) (Superintendent and Secondary school principal)



## **Annual Goals for Student Achievement**

By the end of the 2009/10 school year, we will increase the percentage of students that are proficient in reading comprehension on the Iowa Test so that we meet or exceed the state trajectory.

By the end of the 2009/10 school year, we will increase the percentage of students that are proficient in math on the Iowa Test so that we meet or exceed the state trajectory.

By the end of the 200/10 school year, all students will demonstrate knowledge in the use of technology by creating at least one original project.

The metric is the Iowa Trajectory.

**Waiver Request**  
(Optional- No points awarded)

East Greene Community School District requests a waiver of the requirements listed below. These waivers would allow the **Grand Junction Middle School/High School** that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants.

The **East Greene Community School District** believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling the **Grand Junction Middle School/High School** to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools.

**Check all that apply:**

  X   Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

       Waive section 1116(b)(12) of the ESEA to permit \_\_\_\_\_ to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline.

       Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit \_\_\_\_\_ to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

**List the eligible school(s):**

       Grand Junction Middle School/High School \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Each Greene Community School District will implement the waiver(s) only if the Grand Junction Middle School/High School receives a School Improvement Grant.

### **Consultation with Relevant Stakeholders**

(Required – No points awarded)

Before submitting this application for a School Improvement Grant the Grand Junction Middle School/High School has consulted with relevant stakeholders, including:

- 1) School Improvement Advisory Committee (SIAC)
- 2) Community members
- 3) Parents
- 4) Students
- 5) Business
- 6) ALL staff including certified and non-certified
- 7) School Board
- 8) AEA
- 9) Teachers' Union

## **Appendixes**

- Appendix A Letter of support from AEA 8 Chief Administrator, Dr. Kay Forsythe
- Appendix B Resume: Kevin D. Vidergar
- Appendix C Resume: Maurita R. Aubrey
- Appendix D Resume: Annette K. Louk
- Appendix E Resume: Dr. Kay Forsythe
- Appendix F Resume: Chris Spetzler

## Appendix A



May 11, 2010

RE: East Greene Community School District School Improvement Grant Application

Prairie Lakes Area Education Agency is one of 10 intermediate service agencies serving Iowa's public and accredited non-public schools. Prairie Lakes works in partnership with our local schools to identify and meet the needs of students in order to ensure maximum achievement for all. We provide special education support services and direct service to students and children ages birth through 21 along with professional development and instructional resources (including technology resources) for all educators (pre-K through 12<sup>th</sup> grade.)

East Greene Community School District is a partner district in Prairie Lakes AEA and is applying for a School Improvement Grant to provide resources for their work to turn around low student achievement. They have identified three goals that will enable them to meet the challenges of student learning:

- Goal 1: Students will learn basic knowledge in all subject areas, emphasizing reading including effective communication skills.
- Goal 2: Students and staff will learn to make decisions and become problem solvers, which will help them develop positive personal and interpersonal social skills and learn to set personal/career goals.
- Goal 3: Students will develop technological skills .

Prairie Lakes AEA supports the goals and strategies outlined in East Greene CSD's SIG application. Consultant and other support services will be aligned with these goals and provided to ensure adequate external support. Student performance at high levels of complexity is the goal for all our students. The partnership with East Greene CSD is designed to enhance the success in meeting these goals.

Sincerely,

*L. Kay Forsythe*

L. Kay Forsythe, Ph.D.  
Chief Administrator  
500 NE 6<sup>th</sup> Street  
Pocahontas, IA 50574

# Appendix B

## KEVIN D. VIDERGAR

	Home	Office
<u>ADDRESS</u>	405 NW 13th Street Grimes, Iowa 50111 (515) 720-9129	313 NE 141 <sup>st</sup> Avenue Alleman, Iowa 50007 (515) 251-3400, ext. 2153

CAREER GOAL Collaboratively develop an educational system that responds efficiently and effectively to the changing learning needs of all learners working within the system.

EDUCATION M.S. Science Education (1991)  
Florida State University  
Tallahassee, Florida  
G.P.A. 3.7 in a 4.0 scale

B.S. Life Science/ Teaching / Coaching Certificate (1988)  
Winona State University  
Winona, Minnesota  
graduated magna cum laud

### PROFESSIONAL EXPERIENCE

**DIRECTOR OF SCHOOL IMPROVEMENT**, (July, 2007-present). North Polk Community School District, Alleman, Iowa. Responsibilities include guiding the development, implementation, and evaluation of the district's K-12 curriculum; keeping abreast of developments in curriculum and instruction, and involve leadership in determining their appropriateness for inclusion in the district educational program; guiding the development, implementation, and evaluation of professional development for all staff; working with building principals to improve learning and teaching at all grade levels and content areas; communicating with the Board, community, administration, and staff regarding progress, curriculum work, and other information; working with building principals and teacher committees in organizing meetings in order to insure continuity and articulation of the instructional program throughout the district; providing leadership and direction for the district in the following program areas: Section 504, English Language Learners, Talented and Gifted, Counseling, At-Risk, Mentoring and Induction, Safe and Drug Free, and Competent Private Instruction; collecting, organizing, displaying, and analyzing a variety of data to assess the impact instruction and professional development have on student learning and achievement; maintaining an active relationship with other educational leaders in curriculum and instruction at regional, state, and national levels; observing and evaluating teachers; producing the Comprehensive School Improvement Plan (CSIP), Annual Progress Report (APR), and other reports required by the Department of Education; organizing and directing the district School Improvement Advisory Committee; managing budgets for areas including professional development, Safe and Drug Free, Talented and Gifted, purchasing textbooks, etc.; performing other tasks and responsibilities as requested/assigned by the Superintendent.

**CONSULTANT**, (July, 2003-June, 2007). Heartland Area Education Agency (AEA 11), Johnston, Iowa. Work to improve learning and teaching in a variety of content areas including mathematics and science; coach districts and schools through a collaborative process to revise and align standards and benchmarks, instruction, and assessments; facilitate professional development on a variety of topics including continuous improvement, interdisciplinary units, using assessment data to guide instruction, etc.; serve as a member of the Math Cadre for Heartland's E2T2 project; serve as a member of Heartland's Schools in Need of Assistance (SINA) team working at the AEA and state level to implement and refine a support system for schools that have been identified as needing assistance; guide districts in creating and implementing multi-year professional development plans designed to improve student learning; perform other responsibilities associated with serving as a school improvement consultant.

CONSULTANT, (August, 2000-June, 2003). Arrowhead Area Education Agency (AEA 5), Fort Dodge, Iowa. (Note that AEA 5 is now Prairie Lakes AEA 8) Work with 31 districts to improve learning, teaching, and student achievement in math, science and health; consult with districts and coach them through a collaborative process to revise and align standards and benchmarks and assessments for mathematics and science; work with districts to establish the technical adequacy of both district-level and classroom assessments; facilitate professional development on a variety of topics including performance assessment, effective instructional strategies, middle school concept, *Understanding by Design*, etc.; guide districts in creating and implementing multi-year professional development plans; plan and implement professional development workshops during the academic year and summers; manage the Title II Eisenhower program for the AEA; serve as director of the Regional Eisenhower Access Center based at the AEA; work with consultants at other AEAs and from the State Department of Education; perform other responsibilities associated with serving as a school improvement consultant.

TEACHER, SEVENTH-GRADE, MATH/SCIENCE. (August, 1994 – May, 2000). Urbandale Middle School, Urbandale, Iowa. Taught math and science; wrote own science curriculum emphasizing hands-on activities and a team-teaching approach to integrate language arts and social studies; implemented field experiences for students; served as chairperson for the Building Improvement Team and as a co-chair for the district's teacher evaluation committee; chaired the science curriculum review process for the middle school, and performed other responsibilities associated with teaching position.

PROJECT COORDINATOR. (December, 1991-August, 1994). Office of Science Teaching Activities, Florida State University. Designed and implemented statewide a workshop for middle- and high-school science teachers in Florida; hired and supervised a staff of seven; managed budget and salaries; developed several curricular materials including three videos, several activity manuals, computer databases, etc.; disseminated workshop throughout Florida and parts of Alabama; presented workshop at several regional and national science teacher and scientist conferences; served as a consultant on animal use in the classroom to several Florida school districts.

#### RELATED EXPERIENCE

COACHING RESPONSIBILITIES: Assistant football coach, Winona Junior High School, Winona, Minnesota (1987-1988); Head offensive line coach, junior varsity, North Florida Christian School, Tallahassee, Florida. (1989-1991); Head Freshman Football Coach, Urbandale High School, Urbandale, Iowa. (1995-1997).

#### TRAININGS

Cognitive Coaching, Level I and II (2000/01; 2002; 2005/06)  
Fierce Conversations (2008)

#### PRESENTATIONS

Iowa Association of Supervision and Curriculum Development (2008, 2009, 2010)  
Regional and sectional meetings of the Iowa Association of Mid-Level Educators (2003, 2005)  
Iowa Academy of Science, Annual Science Teachers Convention, (2001, 2002, 2003)  
Teach several classes on systems thinking, continuous improvement, developing technically adequate criterion-referenced tests, questioning, etc.

#### ASSOCIATIONS

Council Member for Iowa Educational Research and Evaluation Association (2007-present)  
Member, Association for Supervision and Curriculum Development, (2000-present)  
Member, Iowa Academy of Science, Science Teachers section, (2000-2004)  
Member, Iowa Association for Supervision and Curriculum Development (2004-present)  
Member, Statewide Support Team for Schools and Districts in Need of Assistance (July 2003-September 2009)

# Appendix C

## MAURITA R. AUBREY

303 Rushview Drive • Jefferson, IA 50129 • Home: (515) 386-5567 • Work: (515) 386-8188 ext. 204  
modahl@netins.net

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### OBJECTIVE

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To ensure development of a collaborative, results-driven system that will promote life-long learning for all students.

### EDUCATION

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MINOT STATE UNIVERSITY (1994 – 1997)  
*Educational Specialist Degree in School Psychology*  
GPA of 3.90

MINOT STATE UNIVERSITY (1988 – 1992)  
*B.A. in Psychology*  
GPA of 3.76

### TEACHING AND PROFESSIONAL DEVELOPMENT PROVIDER EXPERIENCE

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PRAIRIE LAKES AREA EDUCATION AGENCY 8, JEFFERSON, IA  
*School Improvement/Literacy Consultant, August 2005 – present*

Provided professional development to AEA staff and LEA staff on the Iowa Professional Development Model and the five components of a comprehensive reading program which included a focus on scientifically based reading research in the areas of assessment, curriculum, instruction, and interventions; Have been a Technical Assistance Provider/Literacy Coach for in Reading First schools and SINA schools in which duties included planning and providing professional development, studying strategy implementation through classroom observations and analysis of implementation logs, administering various assessment instruments, analyzing data, and facilitating leadership teams; Have been a Technical Assistance Provider in a middle school for Collaborative Strategic Reading; Have facilitated various learning teams and classes, such as assessment and data analysis, literacy in preschool, vocabulary, Word Journeys, and QAR.

Have participated in professional development training sessions conducted by Jim Knight (Instructional Coaching), Jan Chappuis (formative assessment), Margaret Heritage (formative assessment), Robert Garmston and Bruce Wellman (developing and facilitating collaborative groups), Sharon Vaughn (3-tiered interventions), Nell Duke (instructional density in literacy instruction), Scott Paris (assessment and instructional design), Tim Rasinski (reading fluency), Richard Allington (effective literacy instruction), Jeffery Wilhelm (comprehension and inquiry-based learning), Cathy Collins Block (vocabulary), Gerald Duffy (explicit instruction), Stuart Greenburg (interventions), Timothy Shanahan (literacy improvement and instructional leadership), Denise Bradley and Clint Neighbors (sustainability and instructional leadership), Linda Kucan (vocabulary instruction and assessment), Irene Fountas and Gay Su Pinnell (deepening comprehension), Sheryl Turner (literacy centers), Barrie Bennett (structured school improvement), Cindy Strickland (differentiated instruction), Emily Calhoun (inductive and inquiry-based learning); also attended numerous other ICN training sessions, state training sessions and conference mini-workshops on various literacy and educational topics.



PRAIRIE LAKES AREA EDUCATION AGENCY 8, JEFFERSON, IA  
*Reading Leadership Team Co-Chair, August 2004 – June 2005*

Assisted in planning AEA Reading Leadership Team meetings; Assisted in budget writing; Assisted in planning reading professional development at the AEA level; Provided professional development to AEA staff on phonics strategies, reading fluency strategies, and definition of a comprehensive reading program and its relationship to Curriculum-Based Evaluation.

MORNINGSIDE COLLEGE, SIOUX CITY, IA  
*Adjunct Instructor, June 2003 – July 2007*

Taught the following classes for graduate credit: Applied Behavioral Analysis, Social and Behavioral Strategies and Practicum, Educational Assessment, Special Education Law, and Diagnostic Assessment and Instruction of Reading

PRAIRIE LAKES AREA EDUCATION AGENCY 8, JEFFERSON, IA  
*Learning Team Co-Facilitator, August 2003 – May 2004*

Co-facilitate a learning team on the problem-solving process and developing effective educational interventions.

PRAIRIE LAKES AREA EDUCATION AGENCY 8, JEFFERSON IA  
*Instructor, June 2003 – September 2003*

Taught the following classes for both staff development credit and graduate credit: Accommodations and Modifications for Diverse Learners, Reading Strategies for Elementary Special Education Students, Reading Strategies for Middle School and High School Special Education Students

ARROWHEAD AREA EDUCATION AGENCY 5, JEFFERSON, IA  
*Instructor, September 1998 – June 2003*

Taught the following classes for both staff development credit and graduate credit: Educational Assessment (9/98 – 12/98), Behavior Management (01/00 – 4/00), Problem-Solving (6/99), LD Methods K-6 (7/99), MC Methods K-6 (7/99), BD Methods (07/00), Accommodations and Modifications for Diverse Learners (6/02), Foundations of Special Education (7/02), Reading Strategies for Elementary Special Education Students (8/02)

## OTHER PROFESSIONAL EXPERIENCE

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PRAIRIE LAKES AREA EDUCATION AGENCY 8, JEFFERSON, IA  
*School Psychologist, July 2003 – July 2005*

AEA Representative to three elementary schools in which duties include, but not limited to developing and implementing effective educational and behavioral interventions, attend/facilitate IEP meetings, review IEPs, IQ test administration and interpretation, achievement test administration and interpretation, observations, interviews, social/emotional and behavior evaluations, providing inservices to teachers on the problem-solving process, DIBELS, and effective reading instruction and interventions.

ARROWHEAD AREA EDUCATION AGENCY 5, JEFFERSON, IA  
*School Psychologist, August 1997 – June 2003*

AEA Representative to several school districts in which duties included, but not limited to developing and implementing educational and behavioral interventions, attend/facilitate IEP meetings, review IEPs, IQ test administration and interpretation, achievement test administration and interpretation, observations, interviews, social/emotional and behavior evaluations. Provided inservices to teachers on the problem-solving process, DIBELS, effective reading instruction and interventions, classroom management, behavior management, and strategies for working with at-risk children. Facilitated ICN sessions on DIBELS, functional behavior assessment, accommodations and modifications for diverse learners in written language and math.

## PROFESSIONAL POSITIONS AND ASSOCIATION MEMBERSHIPS

- Member of the AEA 8 Reading Leadership Team (6 years)
- Member of the Elementary Statewide Reading Team / Statewide Reading Team (8 years)
- Member of International Reading Association (6 years)

## PROFESSIONAL PRESENTATIONS

- Reading Staff Development (03/07)  
CESA 3, Fennimore, Wisconsin  
Phonemic Awareness Instruction and Interventions
- Regional Reading First Workshops (2005 – present)  
Prairie Lakes AEA
- Learning Disabilities Association Conference (10/05)  
Des Moines, IA  
Helping Your Child at Home: Strategies that Work
- Learning Disabilities Association Conference (10/04)  
Des Moines, IA  
Written Language Accommodations and Modifications K-6
- Learning Disabilities Association Conference (10/03)  
Des Moines, IA  
Math Accommodations and Modifications K-6
- International Applied Behavior Analysis Conference (5/91)  
Atlanta, GA  
Gender Differences and Brain Lateralization
- Regional Applied Behavior Analysis Conference (11/90)  
Minneapolis, MN  
Gender Differences and Brain Lateralization

Appendix D  
**Annette K. Louk**

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2405 Summit Drive • Webster City, Iowa 50595 • (515) 832-4365

**EDUCATION**

University of Northern Iowa, Cedar Falls, Iowa  
Master of Arts Degree (August 1997)  
G.P.A. 4.0

Middle Grade Mathematics

Westmar College, Le Mars, Iowa  
Bachelor of Arts Degree (May 1988)  
G.P.A. 3.72 - Magna Cum Laude

Majors: Elementary Education  
Mathematics

**CERTIFICATION**

National Board for Professional Teacher Standards Certified - Early Adolescence/Mathematics

Iowa License - Professional Teacher  
Endorsements

- Elementary Teacher (K-8)
- Secondary Teacher (7-12)
- Mathematics (K-6)
- Mathematics (7-12)

**CAREER RELATED EXPERIENCE**

School Improvement/  
Math / Science Consultant      *Prairie Lakes Area Education Agency, Fort Dodge, Iowa.*  
Work with school districts and teachers in the region to improve the  
math and science education in their schools and classrooms. Also assist  
school districts in their school improvement efforts.  
(August 2004 - present)

Course Co-Developer      University of Northern Iowa, Cedar Falls, Iowa  
Assist in writing courses with the University of Northern Iowa  
Mathematics Department which are based on the *Developing  
Mathematical Ideas* courses and integrate the Iowa Core Curriculum.  
(2008 – present)

Facilitator      University of Northern Iowa, Honolulu, Hawaii  
Facilitated *Developing Mathematical Ideas* training for Hawaii lead  
mathematics teachers in coordination with Hawaii Department of  
Education. (Summer 2008)

Co-Facilitator      University of Northern Iowa, Honolulu Hawaii  
*Developing Mathmeatical Ideas* Co-Facilitator. Planned and taught  
Building a System of Tens to DoDEA teachers. (Summer 2008)

Online Facilitator  
Co-Developer & Facilitator      University of Northern Iowa, online  
Facilitate courses for Department of Defense Education Activity  
(DoDEA) teachers using *Developing Mathematical Ideas* materials;  
design and facilitate training for participants to be online facilitators for  
DoDEA, assisted in revision of online courses.  
(Fall 2006 – Summer 2008)

Facilitator      University of Nothern Iowa, Des Moines, Iowa  
*Developing Mathematical Ideas* Facilitator. Planned and taught  
Measuring Space in 1, 2, and 3 Dimensions) to DoDEA teachers.  
(Summer 2007)

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Fifth Grade Teacher	<i>Webster City Middle School</i> , Webster City, Iowa. Taught two sections of mathematics and science, and one section of social studies. (August 1995 - June 2004)
Chapter One Math Teacher	<i>Sunset Heights Elementary School</i> , Webster City, Iowa. Taught mathematics in a small group setting to students in grades two through four. Assisted the students in developing their mathematical skills. (September 1990 - June 1995)
Mathematics & Computer Teacher	<i>Klemme Community Schools</i> , Klemme, Iowa. Taught sixth and seventh grade mathematics. Taught computer classes to kindergarten through ninth grade students. Developed the district computer curriculum and served as district computer coordinator. Taught mathematics in a small group setting to students in grades one through nine. Assisted the students in developing mathematical skills and strategies. (September 1988 - May 1990)

## PROFESSIONAL ACTIVITIES

- Member of ICTM and NCTM
- Regional Director of ICTM (2006 - 2008)
- Mentor for University of Northern Iowa Continuing Education Department support system for National Board Candidates, Fort Dodge and Webster City Centers (2000 - 2004)
- Attend Iowa Council of Teachers of Mathematics Conference (presenter 1994, 1997, 2001, 2003, and 2007)
- Attended University of Northern Iowa's Fall Mathematics Conference (presenter 1997, 1999 and 2000)
- Mentor for Iowa Department of Education Every Student Counts Initiative (1999 - 2001)
- Attended National Council of Teachers of Mathematics Conference (1997 and 2000)
- Presider at National Council of Teachers of Mathematics Conference (1997)
- Past member of Mathematics Curriculum Committee at Webster City Community Schools

## PROFESSIONAL TRAINING

- Cognitively Guided Instruction Training, Iowa DE, (2008 – present)
- Iowa Department of Education Every Learner Inquires Initiative, both levels (2006 – present)
- Iowa Department of Education Every Student Counts Initiative, all three levels (2004 – present)
- Assessing Mathematical Concepts – Mathematical Perspectives (2006)
- DoDEA/UNI Online Facilitators Workshop (2006)
- Iowa Department of Education Iowa Professional Development Model (2005)

## HONORS

- Who's Who Among American Teachers (4 years)
- Presidential Awardee for Excellence in Mathematics and Science Teaching  
Elementary Mathematics
- One of three persons in the United States selected to appear in "Apple Generation" film for Apple Computer, Inc.
- Dean's List, all eight semesters at Westmar College

## COMMUNITY ACTIVITIES

- Member of PEO

## REFERENCES

Available upon request

# Appendix E

## L. Kay Forsythe

5133 Lakeside Lane  
Manson, IA 50563  
712-297-7010  
FAX: 712-335-5872

Prairie Lakes Area Education Agency  
500 NE 6<sup>th</sup> Street  
Pocahontas, IA 50574  
712-335-3588 Ext. 2013

### Education and Professional Preparation

- 2001 Post-doctoral Study - *Certificate of Advanced Studies-Superintendency*  
University of Northern Iowa - Cedar Falls, Iowa
- 1994 Ph.D. - *Professional Studies in Education (Educational Administration)*  
Iowa State University - Ames, Iowa
- 1986 MS - *Professional Studies in Education (Learning Disabilities)*  
Iowa State University - Ames, Iowa
- 1971 BS in Ed - *Health and Physical Education*  
Southwest Missouri State University - Springfield, Missouri
- 1967-1969 Luther College - Decorah, Iowa

### Educational Work Experience

- 2004-present Chief Administrator  
Prairie Lakes Area Education Agency - Pocahontas, Iowa
- 2002-2004 Superintendent of Schools  
Webster City Community School District - Webster City, Iowa
- 1996-2002 Principal  
Webster City High School  
Webster City Middle School - Webster City, Iowa
- 1994-1996 Coordinator of Staff Development/Educational Consultant  
Teacher License Renewal Center Director
- 1989-1994 Prevention Specialist/Educational Consultant  
Educational Services Division - Northern Trails Area Education Agency - Clear Lake, Iowa
- 1988-1989 Clinical Supervisor of Student Teachers/At-Risk Prevention Coordinator  
University of Northern Iowa/Mason City Community School District(Joint appointment) - Mason City, Iowa
- 1984-1988 Teacher - Behavioral Disorders - Mason City High School
- 1983-1984 Teacher - Multi-Categorical Resource - John Adams Middle School  
Mason City Community School District - Mason City, Iowa
- 1974-1977 Teacher - Physical Education - Grades 7 - 9  
Coach - Girls' Basketball, Assistant Girls' Gymnastics, Cheerleaders  
Mason City Community School District - Mason City, Iowa
- 1971-1973 Teacher - Physical Education - Grades 7 - 9  
Coach - Intramurals, Girls' Basketball, Girls' Track and Field  
Ames Community School District - Ames, Iowa

# Appendix F

## 1. Individual Self-Reviews – Chris Spetzler 1/22/07

### **Achievements relative to each goal from the last 6-12 months**

The success of the Summer Institutes was a big deal in the past year – I feel that I stepped up and further developed my teaching capacity, especially at A3. I am now positioned to hold down an SI with another co-teacher and appearance by Carl – i.e. like A3 and can see this as a model going forward. My efforts were fundamental to bringing Omaha and Sigourney partners on board and developing momentum. I worked to further develop DEF literature/documentation, including 2 articles in print and partner descriptions. I drove development of the manuscript to current status.

### **Partner Relationships**

- Haverford - Strong SI, Positive account status w/Slack built over time with English Curriculum and Stanford visits, Article in summer Independent School, Boston Boys presentation, Article Haverford news
- Omaha - Trainings in Spring, Successful SI, supporting Jennifer, contract developed/closed, ready to step up effort/engagement
- A3 - Summer Institute success, Community presentation, Supporting Jeff/Nancy for Community College course
- Sigourney: Landed as partner - visited Spring, 6 paying attendees at Stanford SI visited Summer, 1 day training Oct. 1, contract should be signed – SI in 08.
- Jobtrain – continued to work with Youth Advisory Council, brought account to next level with opportunity for Life Skills course
- Mastery - Continued to visit, stay in contact – recent meeting indicates potential for expansion of activities
- Illinois - Article in ORMS, 2 at Stanford SI
- Continuing development of leads - Boys' Latin, McCallie, PA Cyber School, Woodside Priory, Oak Hill, SM Sheriffs

### **Curriculum development**

- Summer Institute '07 development
- Support of English curriculum with Jeff/Dan
- Reiter Math - organized, made progress
- Draft of manuscript
- Life Skills course
- Work with Eric Boggs on outdoor
- DeFranco training course

**Professional development:** Completed Stanford Certificate and MBTI qualification, course in positive psychology at Stanford

### **Areas for improvement**

Improve communication skills: i.e. DEF internal and external (sites/leads)

Continued improvement presentation/teaching capabilities  
Organization/Scheduling/Prioritization and execution on opportunities in the present/appropriate time

**Goals for the next 6-12 months**

- Stanford certificate program - Revise course materials & support revision of fundamentals booklet
- Summer Institute/Training season: representative sites (Hvfrd, A3, Iowa, Omaha)
- Parent workshop—Field, Design, Deliver
- Decision skills fundamentals curriculum for students—DESIGN/BETA TEST
- Complete decision math elective for h.s. students—DESIGN/BETA TEST
- Decision skills curriculum for counselors – support creation, Meg leads
- English curriculum for grades 5-12 – support revision/launch
- Support & build existing relationships
- Develop plans for existing partners including training, curriculum & consulting
- Create 3 new partnerships including at least 1 in CA--LAUNCH
- Develop. assessment tools—DESIGN/BETA TEST

**Development plan for the next 6 months** – at least one course (DEF supported) to support further development as speaker/teacher, curriculum developer

**ORIGINAL**

**PERSISTENTLY LOWEST ACHIEVING SCHOOL  
MEMORANDUM OF UNDERSTANDING**

Pursuant to Iowa Code section 256.9, as amended by 2010 Iowa Acts (SF 2033), this Memorandum of Understanding (MOU) is entered into by and between the East Greene CSD (name of school district) and the East Greene Education Association (name employee organization representing school district teacher). The purpose of this agreement is to establish a framework of collaboration as well as articulate specific roles and responsibilities in support of implementing one of the intervention models for the persistently lowest achieving school for East Greene CSD (name of school).

The terms of this MOU were reached (circle one) mutually as a result of negotiation OR as a result of mediation.  
(Optional language) The terms of this MOU take effect when East Greene CSD school district is awarded a School Improvement Grant.

**I. AGREED TO INTERVENTION MODEL**

     A. **Turnaround model.** Replace the principal and rehire no more than 50 percent of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

     B. **Restart model.** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

     C. **School closure.** Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

  X   D. **Transformation model.** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

**II. RESPONSIBILITIES**

1. The school district and the employee organization representing school district teachers will collaborate in good faith to ensure alignment and coordination of all planning and implementation activities in order to effectively and efficiently achieve the implementation of the selected intervention model.

2. The school district and the employee organization representing school district teachers will each appoint a key contact person for this school improvement effort.

3. The school district contact and employee organization contact will maintain frequent communication to facilitate cooperation and coordination under this MOU.

4. The school district contact and employee organization contact will work together to assure that implementation of the agreed upon intervention model is occurring.

5. The school district and employee organization will negotiate in good faith to continue to achieve the overall goals actions of the school district's approved School Improvement Grant application.

**III. ASSURANCES**

The signees hereby certify and represent that they have all requisite power and authority to execute this MOU and will collaborate in good faith to support and advance the implementation of the selected intervention model.



#### IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved and in consultation with the Iowa Department of Education.

#### V. DURATION AND TERMINATION

This Memorandum of Understanding shall remain in effect beginning 2010 (list start date) and ending upon the expiration of the grant period.

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies and procedures afforded school or school district employees under Federal, State, or local laws or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers. By way of the signatures below, the school district and the employee organization representing school district teachers agree to confer in good faith over matters within the scope of the MOU and agree further that those portions of the MOU subject to collective bargaining shall be implemented only upon the agreement of the school district and the employee organization representing school district teachers.

#### VI.

The school district and teachers' association agree that the following modifications to the collective bargaining agreement will be made:

#### VII.

##### SIGNATURES

L. Mike Hartner  
Superintendent (required)

5/18/10  
Date

Mike Hoffman  
President of Local School Board (required)

5/19/10  
Date

Steve Lilburn  
Local Teachers Union Leader (required)

5/18/10  
Date

Authorized Department of Education Official (required)